

**Local Literacy Plan for
(Iberia School District)
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(8/17/2026)**

LOUISIANA'S LITERACY PILLARS



Literacy Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure
access and opportunities for every learner every day.

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision

Learning to read and write is one of life's most important achievements. A student's success in literacy development enhances learning in all subject areas, helps create a love of learning, and paves the way for future success. Therefore, as educators, we are committed to ensure that every child is literate.

Literacy Mission Statement

LHS students will have improved literacy outcomes through high quality instruction and interactions by an effective teacher supported by leaders and families

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Section 1B: Literacy Goals

Goal 1 (Student-Focused)	1. 55% of students in grades 7 - English II will meet Basic or above based on the ELA LEAP exam. 2. 53% of students in grades 7 -English II will meet Mastery or above on the ELA LEAP exam. 3. 55% of students with disabilities in grades 7 - English II will meet Basic or above on the ELA LEAP exam
Goal 2 (Teacher-Focused)	By the end of the 2026-2027 School Year, ELA teachers in grades 7th and 8th will utilize LEXIA / small group instruction focused on literacy.
Goal 3 (Program-Focused)	All classrooms consistently utilize and implement with fidelity the district's Tier 1 literacy curriculum.

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana's Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I	1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. 2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? 4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I? 6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?
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Section 2: Explicit Instruction, Intervention and Extension

Amount of time spent on daily literacy skills instruction and how it is used	102 minutes used for Tier I core instruction
English Language Arts textbooks and instructional materials used	HMH Into Literature, student workbooks
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	LEXIA as prescribed
List of available interventions and their descriptions	LEXIA, RISE intervention as needed
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?

Section 2: Explicit Instruction, Intervention and Extension

Tier III plan, including the amount of time	Reading accelerate class, and students who do more than their LEXIA prescription
List of available interventions and their descriptions	LEXIA

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August -September	Implementation ; August 2026; District is responsible for providing PD and Teachers are responsible for implementation	District Staff / School Admin	HMH / student workbooks / LEXIA / Reading Accelerate	Attendance at district professional development sessions
	August	- Training for Teachers August 2026; District is responsible for providing PD, and teachers are responsible for implementation - District is responsible for providing PD and Teachers are responsible for implementation	District Staff / School Admin	HMH / student workbooks / LEXIA / Reading Accelerate	Attendance at district professional development sessions
	Year Round	- District instructional staff provided ELA curriculum training for new and returning teachers prior to the beginning of school. - Ongoing training by grade bands occurs throughout the year, and implementation is	District Staff / School Admin/ ILT	HMH / student workbooks / LEXIA / Reading Accelerate	Attendance at district professional development sessions and cluster meetings

Action Plan					
		supported by district instructional supervisors and district literacy coach. - Cluster Meetings: Reading and Writing across the curriculum - Training for Lexia			
		- Conduct Teacher Collaborations - Planning for and Implementing Tier 1 Instruction throughout the year conducted by District staff and NIET Specialists - Implement Walkthrough, Feedback and Support Sessions conducted by school and district staff quarterly	District Staff / School Admin/ ILT / NIET	HMH / student workbooks / LEXIA / Reading Accelerate	ILT Teacher Walkthroughs Creation of Long Range Plans for Teacher Collaboration by school Instructional Leadership Teams Cluster meetings. LEADS observations and coaching plans
2	August - September	- Principal, master teacher, and classroom teacher training on using interventions and acceleration resources - RISE	District Staff / School Admin/ ILT	LEAP scores / Benchmark Scores	- Progress Monitoring Data from specific Intervention Program Resources - Frequency of Use Reports through Lexia Power Up - Classroom performance and academic grades - ELA District-created benchmarks (Grades 7 - 10)

Action Plan					
					given 3 times per year
		• ELA teacher training on READ 180 • Teacher support on progress monitoring and making instructional decisions based on results provided by District, Master teachers, and Campus Administrators. August 2026- May 2027.	District Staff / School Admin/ ILT	LEAP scores / Benchmark Scores	Teachers will use their student data to make adjustments to instruction
		• Grade band- and subject-specific RISE trainings were held. Training was conducted by district staff including instructional supervisors and literacy coach. • We strategically group our students based on their performance in their classrooms and their benchmark and LEAP scores.	District Staff / School Admin/ ILT	LEAP scores / Benchmark Scores	LEAP scores were used to create RISE groups. Teachers will use ELA benchmarks and common assessments to adjust RISE groups

Section 3A: Professional Learning: Partners (if applicable)

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)?

Potential Professional Learning Planning

Month/Date <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
July 2026	Curriculum topics and introduction	Teachers of ELA
August 2026	New Teachers curriculum READ 180 training	Tech A Teachers
Sep/Oct 2026	Ongoing curriculum training	7th - 8th ELA teachers
Nov/Dec 2026	PD on benchmark	7th - 8th ELA teachers
Jan/Feb/March 2027	Ongoing training	7th - 8th ELA teachers
Aug / May 2027	Bi-weekly Cluster	7th - 8th ELA teachers

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
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Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

Planning	ILT will work with ELA teachers to help build their capacity to effectively plan lessons which are aligned to the literacy standards for on students area of weakness	Walkthroughs LEADS observations Coaching plans ILT cycle analysis
Gradual Release	ILT will work with ELA teachers on gradual release to students.	Walkthroughs LEADS observations Coaching plans ILT cycle analysis

Section 4: Family Engagement Around Literacy

- To improve family engagement around literacy, what is the plan to:
 - include families in focus groups and other discussions with teachers, students, and leaders around:
 - school literacy priorities and programs aligned to the [school's mission](#)?
 - family access to interpret literacy data (screener and LEAP) and resources available?
 - using communication and methods that accommodate all families?
 - providing ongoing support and communication to families regarding the progress of their child's IASP?
 - providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
- How can community partners:
 - engage families and strengthen the connections between school and community?
 - invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - expand access to literacy resources?
- What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
Fall	Open House	Face to Face	
August/May	LHS website share LDOE literacy resources with all stakeholders	LHS Website	LHS Website Coordinator All Stakeholders
August 2026	LHS Handbooks shares up to date websites with parents on literacy	LHS Website	LHS Parent and Family Engagement Coordinator

Section 4: Family Engagement Around Literacy

September 2026	School Calendar	LHS Facebook page	All stakeholders
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Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

- Identify which district or school initiatives most directly support literacy goals, including:
 - School improvement plan
 - Early childhood programs
 - Cross-curricular initiatives
 - Community programs
 - System-wide priorities across schools
- Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
- Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Improvement Plans	Use of screener data to diagnose, set, and progress monitor to determine schools top priorities.	Use OnCourse benchmarks to monitor student progress in order to determine the need for adjustment in instruction. Use of evaluation rubric to determine if individual school goals were met.
Ongoing Job Embedded PD	Conducted on bi-weekly basis involving all school personnel and surrounding student learning needs.	LHS creates and revises a long range plan based on need, such as writing and literacy. LHS is empowered to revise their plan as they meet internally set milestones
School-based instructional leadership team	Teams meet bi-weekly in order to analyze data from multiple sources including literacy screeners and benchmarks.	As part of the school's improvement and long range plans, teams monitor student data throughout the year in order to meet their school goals which include literacy.

Section 5: Alignment to Other Initiatives

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Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
School Level	During the 26-27 school year, LHS literacy team will review school-based literacy plans and make revisions according to data	August 2026 - May 2027
Parents / Families	LHS will post the literacy plan to the school website	August 2026 - May 2027
Teachers	ILT will share new new literacy plan in cluster	Ongoing